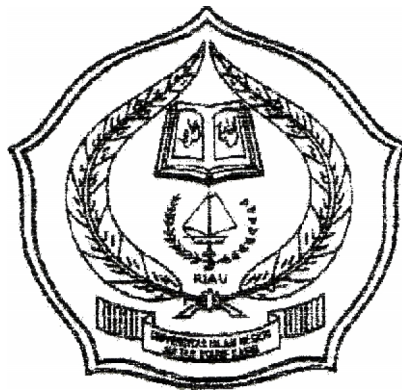


**THE CONTRIBUTION OF SIMPLE PAST TENSE MASTERY
TOWARD ABILITY IN READING NARRATIVE TEXT
OF THE FIRST YEAR STUDENTS AT SMA NEGERI 1
KUANTAN MUDIK Kuantan Singingi
REGENCY**



BY

NOVA WESNITA

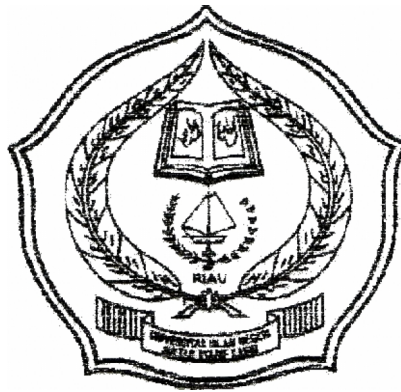
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**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/ 2011 M**

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TOWARD ABILITY IN READING NARRATIVE TEXT
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KUANTAN MUDIK KUANTAN SINGINGI
REGENCY**

A Thesis

Submitted to Fulfill One of Requirement
for the Undergraduate Degree in English Education



BY

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**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY SULTAN SYARIF KASIM RIAU
PEKANBARU
1432 H/ 2011 M**

SUPERVISOR APPROVAL

The thesis entitled “*The Contribution of Simple Past Tense Mastery toward Ability in Reading Narrative Text of the First Year Students at SMA Negeri 1 Kuantan Mudik Kuantan Singingi Regengy*” is written by Nova Wesnita, NIM. 10714000767. It is accepted and approved to be examined in the meeting of final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

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EXAMINER APPROVAL

The thesis entitled “*The Contribution of Simple Past Tense Mastery toward Ability in Reading Narrative Text of the First Year Students at SMA Negeri 1 Kuantan Mudik Kuantan Singingi Regency*” is written by Nova Wesnita, NIM. 10714000767. It has been approved and examined by the examination committee of undergraduate degree on June 8, 2011 M/Rajab 6, 1432 H at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau as one of requirements for Undergraduate Degree in English Education.

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ABSTRACT

Nova Wesnita (2011): “The Contribution of Simple Past Tense Mastery toward Ability in Reading Narrative Text of The First Year Students at SMA Negeri 1 Kuantan Mudik Kuantan Singingi Regency”.

Based on syllabus of English at the first year of SMAN 1 Kuantan Mudik, one of genres that learned by the students is narrative text. After doing preliminary study at SMAN 1 Kuantan Mudik, some of students of the first year still have low ability in reading narrative text. The writer interpret that they have low ability in reading narrative text because they get difficulties to understand every sentence in narrative text. Ur stated that grammar is not only making the text look right but also effect the meaning of the text. As we know, narrative has the primary language features written by using simple past tense. Simple past tense included one of grammar that will affect the meaning of narrative text itself. Thus, the writer interested to conduct the research entitle the contribution of simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi Regency.

The main focus of this research is to find whether there is contribution of students' simple past tense mastery toward their ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi Regency or not.

The subject of research was the first year students of SMAN 1 Kuantan Mudik. In this research, the writer took 42 students as the sample from 168 students of total population by using proportional random sampling technique. In collecting data, the writer used test. There were two tests that writer used: simple past tense test and reading narrative test in form of multiple choice test. In analyzing the data, the writer used SPSS version 16.

The result of this research showed that the result of students' simple past tense mastery of the first year at SMAN 1 Kuantan Mudik Kuantan Singingi regency is categorized into less category. It can be proved from the mean score of students' simple past tense mastery is 54.28. The result of students' ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi regency is categorized into enough category. The mean score of students' ability in reading narrative text is 65.00. The last result of this research showed that there is contribution of students' simple past tense mastery toward their ability in reading narrative text. Its contribution is 26.6%.

Thus, the writer concludes that the more knowledge simple past tense is, the higher ability in reading narrative text will be.

ABSTRAK

Nova Wesnita (2011): “Kontribusi Penguasaan Simple Past Tense terhadap Kemampuan Membaca Teks Narasi pada Siswa-Siswa Kelas Satu SMA Negeri 1 Kuantan Mudik Kabupaten Kuantan Singingi”.

Berdasarkan silabus pelajaran Bahasa Inggris kelas 1 SMAN 1 Kuantan Mudik, salah satu genre yang dipelajari oleh siswa adalah text narasi. Setelah melakukan pra riset di SMAN 1 Kuantan Mudik, beberapa siswa kelas satu masih memiliki kemampuan yang lemah dalam membaca cerita narasi. Penulis menginterpretasikan bahwa mereka memiliki kemampuan yang kurang dalam membaca teks narasi karena mereka kesulitan dalam mengartikan setiap kalimat yang ada pada teks narasi. Ur menyatakan bahwa penguasaan grammar tidak hanya membuat teks kelihatan bagus tapi juga mempengaruhi arti dari teks itu sendiri. Seperti yang kita tahu, teks narasi mempunyai ciri kebahasaan yang utama yaitu ditulis dengan menggunakan simple past tense. Simple past tense termasuk salah satu grammar yang akan mempengaruhi arti dari teks narasi itu sendiri. Oleh karena itu, penulis tertarik untuk melakukan penelitian dengan judul kontribusi dari penguasaan simple past tense terhadap kemampuan membaca cerita narasi pada siswa kelas satu SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi.

Tujuan utama dari penelitian ini adalah untuk mencari apakah ada kontribusi dari penguasaan simple past tense terhadap kemampuan membaca teks narasi pada siswa-siswa kelas satu SMA Negeri 1 kuantan Mudik Kabupaten Kuantan Singingi atau tidak.

Subjek dari penelitian ini adalah siswa-siswa kelas 1 SMAN 1 Kuantan Mudik. Pada penelitian ini , penulis mengambil 42 siswa menjadi sampel dari jumlah total populasi 168 siswa dengan menggunakan teknik proportional random sampling. Dalam mengumpulkan data, ada dua buah jenis tes yang digunakan penulis yaitu simple past tense tes dan tes membaca teks narasi dalam bentuk tes pilihan ganda. Dalam pengolahan data penulis menggunakan SPSS 16.

Hasil dari penelitian ini menunjukkan bahwa hasil penguasaan simple past tense siswa-siswa kelas satu SMAN 1 Kuantan Mudik Kabupaten Kuantan Singingi dikategorikan ke dalam kategori kurang. Ini dapat dibuktikan dari mean skor penguasaan simple past tense yaitu 54.2857. Hasil kemampuan membaca teks narasi siswa-siswa kelas satu SMA Negeri 1 Kuantan Mudik Kabupaten Kuantan Singingi dikategorikan kedalam kategori sedang. Mean skor kemampuan membaca cerita narasi yaitu 65.00. Hasil akhir dari penelitian ini menunjukkan bahwa ada kontribusi dari penguasaan simple past tense siswa dengan kemampuan mereka membaca teks narasi mereka. Kontribusinya adalah sebesar 26.6%.

Penulis menyimpulkan bahwa semakin banyak pengetahuan tentang simple past tense, semakin baik kemampuan membaca teks narasi.

ملخص

نوفاً ويسنيتا (2011): مساهمة استيعاب الأفعال الماضية البسيطة في ارتباطها بالقدرة على قراءة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي.

بناء على المنهج الدراسي للغة الإنجليزية في الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي أن من أحد الأنواع الذي يدرسه الطلاب هو النصوص القصية. وبعد أداء البحث القبلي بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي، أن لبعض الطلاب مقدرة ضعيفة في قراءة النصوص القصية، ثم استنتجت الباحثة أن قدرة الطلاب ضعيفة في قراءة النصوص القصية وهم يشقون على ترجمة كل كلمة في النصوص القصية. وقال أور أن استيعاب القواعد الإنجليزية لا يختصر بجمال النصوص بل يتأثر إلى معاني تلك النصوص. وكما عرفنا، أن للنصوص القصية علامات لغوية أساسية وأنها كتبت باستخدام الأفعال الماضية البسيطة. إن الأفعال الماضية البسيطة داخلية في القواعد الإنجليزية التي تؤثر المعاني من النصوص القصية. ومع ذلك رغبت الباحثة في أداء البحث تحت العنوان مساهمة استيعاب الأفعال الماضية البسيطة في ارتباطها بالقدرة على قراءة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي.

الهدف الرئيسي من هذا البحث لمعرفة سواء هناك مساهمة من استيعاب الأفعال الماضية البسيطة إلى القدرة على قراءة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي أو لا.

الموضوع في هذا البحث طلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي. وأخذت الباحثة في هذا البحث 42 طالبا للعينات من مجموع الأفراد بقدر 168 طالب باستخدام عينات عشوائية متناسبة. وفي جمع البيانات، استخدمت الباحثة نوعين من الاختبار وهما اختبار الأفعال الماضية البسيطة و اختبار قراءة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي. واستخدمت الباحثة البرنامج الحاسوبي الإصدار السادس عشر في تحليل بيانات هذا البحث.

وتدل نتائج البحث أن النتائج من استيعاب الأفعال الماضية البسيطة لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي على المستوى ناقص. وأنها ظاهرة من نسبة النتائج لاستيعابهم على الأفعال الماضية البسيطة وهي بقدر 54.2857. ونتائج قدرتهم على قراءة النصوص القصية لطلبة الصف الأول بالمدرسة العليا الحكومية 1 كونتان موديك منطقة كونتان سيغيغي على المستوى متوسط. ومستوى النتائج من قدرتهم بقدر 56.00. تدل النتائج النهائية من هذا البحث أن هناك مساهمة من استيعاب الطلاب على الأفعال الماضية البسيطة بقدرتهم على قراءة النصوص القصية. وأما المساهمة بقدر 26.6 في المائة.

واستنتجت الباحثة كلما تزداد المعارف عن الأفعال الماضية البسيطة كانت على قراءة النصوص القصية أحس

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In the name of Allah Almighty, The Lord of Universe, by His guidance and blessing, the writer has finished and completed this academic requirement for the award of undergraduate degree at English Education Department of Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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Finally, the researcher realizes that there are many weaknesses in this thesis. Thus, comments, critiques, suggestions and advices are needed in order to improve this thesis.

May Allah Almighty bless them all. Amin....

Pekanbaru, May 5, 2011

The researcher

NOVA WESNITA
10714000767

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English teaching aims at making students to acquire of basic knowledge of a foreign language as well as a communicative competence by way of listening, speaking, reading, and writing. Communicative competence is the ability to use language appropriately in a variety of the context that consists of grammatical, sociolinguistic, discourse, and strategic competence. As one of language skills, reading has important value because by reading someone can improve their knowledge, insight, and getting much information from the written materials. Furthermore, someone is able to improve their analytic and imaginative competences by reading.

Grave, at al. stated that according to cognitive view of reading, reading is the active process to search the meaning of written text that influenced by cognitive work.¹ In addition, constructivism emphasizes that comprehending the text is an active and constructive process of meaning from the text. From both views above, we can see that reading is the process of searching and constructing the meaning of written materials in order to understand the content of the text itself.

¹ Michael F. Graves, Connie Juel and Bonnie B. Graves. *Teaching Reading in 21st Century*. 2nd Ed. (Gould Street: Allyn and Bacon,2001), p. 4

The aim of English learning in senior high school is to achieve the literacy level of informational. Informational level is the level of literacy where the students can access their knowledge with the medium of English. Based on the School-Based Curriculum (KTSP), in reading skill, there are two basic competences that should be achieved by the students at the first year of senior high school. First, the students are able to understand and to respond the meaning of short functional text accurately and fluently. Second, the students are able to understand and to respond the meaning and the rhetorical step of the monologue/essay in the form of recount, narrative and procedure text accurately and fluently. So, one of genres that should be learned by the students is the narrative text.

Narrative text is the text that explains the series of events and actions that are organized using the time order pattern.² Moreover, narrative is storytelling.³ Narrative is used in both essays and short stories. The purpose of narrative text is to amuse or to entertain the reader. Some of narrative texts that learned by the students at the first year of SMAN 1 Kuantan Mudik are folktale, fable, and legend. Basically, the generic structure of narrative text consists of three parts: orientation, complication, and resolution. Orientation describes scene and introduces the participants of the story. Complication begins when there is a problem encountered by the characters. Then, resolution is the characters find the solution of the problem. In reading narrative text, the students are called

² Kathleen T. McWhorter. *Efficient and Flexible Reading*. 3rd Ed. (United stated of America: Harper Collins Publisher, 1992), p. 262

³ M. Syafi'i S, M. Fauzan Ansari, Jonri Kasdi. *The Effective Paragraph Development: the Process of Writing for Classroom Settings*. (Pekanbaru: LBSI, 2007), p.53

comprehend the text if they are able to find out the main idea, characters, setting, events, and cause and effect of the events in narrative text.

Basically, every text is written with different grammatical structure depending on the type of the text itself. Grammar mastery of the text indicates the readers' linguistic competence in reading. Grammar is defined as the way words are put together to make correct sentence. Ur stated that grammar does not only effect how units of language are combined in order to 'look right' but it also affects their meaning.⁴ Therefore, students' grammar mastery will help them interpret the meaning of the text. It will demand the students to master grammar of the text that they read. For example in reading narrative text, Nunan stated that narrative text demand attention to simple past tense form, because narrative text is much related to the past events that happened to the characters.⁵ Simple past tense is the tense that is used to express or describe an action or event that happened and finished in certain time in the past.⁶ Therefore, in reading narrative text the students are demanded to master simple past tense.

Based on the writer preliminary study at SMA Negeri 1 Kuantan Mudik, The first year students have low ability in reading narrative text. Ideally, they have studied simple past tense since they were still in junior high school. It means that they have already known about the rules of simple past tense itself. Automatically, when they read a narrative text, they will be easier to get the meaning of every

⁴ Penny Ur. *A Course in Language Teaching: Practice and Theory*. (USA: Cambridge University Press, 1991), p.76

⁵ David Nunan. *Second Language Teaching & Learning*. (USA: Heinle & Heinle Publishers, 1999). P. 267

⁶ Betty Schramper Azar, *Understanding and Using English Grammar*. 2nd Ed. (New Jersey: Prentice Hall Regents, 1989), p. 24

sentence in narrative text because narrative text is written by using simple past tense. But in reality, they are still not able to get the meaning of every sentence in narrative text. It indicates that their knowledge about simple past tense does not influence their ability in reading narrative text. The problems that still faced by the students are indicated in some phenomena as follows:

1. Some of students are not able to find the main idea in reading narrative text.
2. Some of the students are not able to identify specific information such as place of the story, name of characters, etc stated in narrative text.
3. Some of students are not able to infer what the events happened in narrative text.
4. Some of the students cannot recognize or recall the cause and effect of events happened in narrative text.

Remembering that reading is very crucial for people especially for the students, so the writer is interested to carrying out the research entitled: **The Contribution of Simple Past Tense Mastery toward Ability in reading Narrative Text of the First Year Students at SMA Negeri 1 Kuantan Mudik Kuantan Singingi Regency.**

B. The Reason of Choosing the Title

There are some reasons why the writer chooses this title as follows:

1. The writer wants to find out whether there is correlation between grammar mastery and ability in reading or not.
2. The topic is relevant to the writer as one of English students of Department of English Education.
3. As far as the writer is concerned, this research title has never been investigated by any researcher.

C. The Problem

1. Identification of the Problems

Based on the background above, we can see clearly that some of students at the first year students of SMA Negeri 1 Kuantan Mudik still face problems in English especially in reading; thus, the problems in this research are identified as follows:

- a. How is students' simple past tense mastery?
- b. How is students' ability in reading narrative text?
- c. What factors make the students have low ability in reading narrative text?
- d. Is there any significant contribution of students' simple past tense mastery toward ability in reading narrative text?

2. The Limitation of the Problems

Based on the identification of the problems above, the writer limits the problem and focuses on students' simple past tense mastery and ability in reading narrative text. The writer wants to find out whether there is any significant

contribution of students' simple past tense mastery toward ability in reading narrative text or not. Some narrative texts that learned by the students at the first year of SMAN 1 Kuantan Mudik are folktale, legend, and fable. Three of these narrative texts will be focus of this research in order to find out students' ability in reading narrative text.

3. The Formulation of the Problems

Based on the problems above, thus, the problems of this research are formulated in the following research questions:

- a. How is students' simple past tense mastery of the first year students at SMAN 1 Kuantan Mudik?
- b. How is students' ability in reading a narrative text of the first year students at SMAN 1 Kuantan Mudik?
- c. Is there any significant contribution of simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik?

D. The Objective of the Research

1. To find out simple past tense mastery of the first year students at SMAN 1 Kuantan Mudik.
2. To find out ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik.
3. To find whether there is any significant contribution of simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik or not.

E. The Need of the Research

1. To give contribution for the students to improve their grammar mastery especially in simple past tense.
2. To give contribution for the English teachers in order to improve students ability in reading.
3. To enlarge researcher's knowledge.
4. To provide information for the further research.

F. The Definition of the Term

In order to avoid misunderstanding in reading this paper, it is necessary to define the following terms:

1. Contribution

Contribution is simply measure of how something contributed.⁷ In this research, contribution means that contribution of simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik .

2. Mastery

Mastery is the great skill or knowledge.⁸ Mastery in this research means that students' simple past tense mastery of the first year students at SMAN 1 Kuantan Mudik.

3. Simple past tense

Simple past tense indicates that an activity or situation began and

⁷A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University, 1998), p. 252

⁸ Oxford Learner's Pocket Dictionary (New York: Oxford University Press), p. 265

ended at a particular time in the past.⁹ Simple past tense mastery means that the knowledge of tense that describes event or action happened in the past time.

4. Ability

Ability is skill or power.¹⁰ Ability that meant in this research is ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik. Reading is the way in which something is understood.¹¹ In order words, reading perceives a written text in order to understand its content. Reading ability means that the skill of someone to get the meaning of written material in order to understand the text itself.

G. Organization of Writing

Based on the handbook of thesis systematical writing from Tarbiyah Faculty and Teacher training, this thesis is arranged as follows:

Chapter I: introduction consists of 1. The Background of the Problem 2. The Reason of Choosing the Title 3. The Problem 4. The Objective of the Research 5. The Need of the Research 6. The Definition of the Term.

Chapter II: Review of Related Literature consists of 1. Theoretical Framework 2. Relevant Research 3. The Operational Concept 4. The Assumption and Hypothesis.

Chapter III: The Methodology of the Research consists of 1. The Research Design 2. The Subject and the Object of the Research 3. The Population and the

⁹ Betty Schramper Azar. *Loc.Cit.*

¹⁰ Oxford Learner's Pocket Dictionary. *Op. cit.*, p. 1

¹¹ *Ibid.*, p. 357

Sample of the Research 4.The Data Collecting Technique 5. The Validity and Reliability of the Test 6.The Data Analysis Technique.

Chapter IV: The Data Presentation and Analysis consists of 1. The Data Presentation 2. The Data Analysis.

Chapter V: Conclusion and Suggestion consist of 1. Research Conclusion and 2. Suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Narrative text

Narrative text is the text that concerned with talking about the events. Moreover, narrative is the text that tells the events happened in the past time that consists of problem-solving such as folktale, legend, and fable.¹ This statement emphasize that narrative text is the kind text to retell the story that past tense. Narrative always deals with some problems which lead to the climax and then turn into a solution. The main characteristics of narrative text are follows:

The generic structure of narrative text:

1. Introduction: it set the scene and introduces the characters, time, and place.
2. Complication: the problems that arise in the story. The complication is divided into three types: physical conflict, social conflict, and internal or psychological conflict. Physical conflict is the description of man struggle to his physical word. Social conflict is the struggle of man against his society and internal or psychological conflict is a conflict which happens inside the participant.
3. Resolution: the character find out the solution of the problem happened.

¹Pardiyono. *Pasti Bisa Teaching Genre Based Speaking*. (Yogyakarta: CV.ANDI OFFSET,2009), p. 121

In linguistics characteristics of narrative text, according to English K-6 Modules, the grammatical features of narrative text are follows: ²

1. Use of simple past tense.
2. Use of particular nouns to refer to or describe the particular people, animals, and things that the story is about.
3. Use of adjectives to build noun groups to describe the people, animals, or things in the story.
4. Use of conjunction and time connectives to sequence event through time.
5. Use of adverbs and adverbial phrases to locate the particular incidents or events.
6. Use of saying and thinking verb to indicate what characters are feeling, thinking, and saying.

Example of narrative text:³

The fortune teller

In the great city of Taipei, there lived a man called Lin and his wife. They had no children. Because of this, they were very unhappy. One day, they found a baby boy outside their door. He was wrapped in a blanket and crying. They took the baby into their house and called Him Sau Ling. They loved him very much.

When Sau Ling was young man, a fortune-teller came to the house. "You must send your son away," he said. "One day he will become a thief and cause you a lot of trouble."

Mr and Mrs Lin were very sad to hear this. They believed what the fortune-teller said. They gave Sau Ling some clothes and money and sent him away.

Several years letter, Sau Ling was having a meal in an inn several miles from Taipei. He put his bag on the floor near his table. After finishing his meal, he picked up his bag. "That's strange!" he thought, "It feels so heavy." He looked inside. It was full of small

² English K-6 Module. (Australia: Board of Studies NSW, 1998), p. 37

³Diana Ferdianti. *Intensive-Learning English: for Grade X Senior High School (SMA/MA)*. (Jakarta Selatan: PT.Setia Purna Inves, 2005), p. 13

gold bars. Then he realized that someone had taken his bag by mistake and left another bag, in its place.

That evening, a young man came to the inn, “Has anyone seen my bag?” he asked. Sau Ling was very honest. He returned the bag to him. The young man thanked him. “You are really very honest,” he said. “I shall ask my father to give you job.” The young man’s father was rich merchant. He gave Sau Ling a good job. “But go home first,” he said, “and take a holiday.” Sau Ling returned to Taipei. Mr and Mrs were delighted to see him again. The fortune-teller was also present. Sau Ling told them what had happened. The fortune-teller did not know what to say. He left the house without saying word. Mr and Mrs Lin never believed in fortune-teller after that. Sau Ling took them to live with him and they were very happy and contented until the end of their lives.

2. The Nature of Ability in Reading Narrative Text

Ability is the quality of being able to do something especially the mental or physical. Ability to read means that the ability of someone to read the written material in order to understand it. As we know, reading is not only the process in which the reader reads the words, sentences, or the text but also by reading the reader wants to get something from reading materials. Grave, at al. stated that according to the cognitive-constructivist view of reading, it emphasizes that reading is a process in which the readers effectively search for meaning in what they are reading.⁴ Moreover, reading is an act of meaning making. Harmer also stated that reading is included one of receptive skills. Receptive skill is the way in which people extract meaning from the discourse they see or hear.⁵ In addition, Ur stated that reading means “reading and understanding”.⁶ Therefore, the main

⁴ Michael F. Graves, Connie Juel and Bonnie B. Graves. *Teaching Reading in 21st Century*. 2nd Ed. (Gould Street: Allyn and Bacon, 2001), p. 2

⁵ Jeremy Harmer. *The Practice of English Language Teaching*. 3rd Ed. (England: Pearson Education Limited, 2001), p.199

⁶ Penny Ur. *A Course in Language Teaching: Practice and Theory*. (USA: Cambridge University Press, 1991), p.138

process of reading is to search or extract the meaning of the written text in order to understand its contents.

Kalayo stated that reading is an activity with a purpose.⁷ It means that by reading someone will get something from written material that they read. Williams in McDonough classified reading into getting general information from the text, getting specific information from a text, and for pleasure or interest.⁸

Reading is an interactive process between reader and the text, and then as a result is comprehension. concerning to reading narrative text such as legend, folktale and fable, Syafii, et al. stated that all narratives have certain elements in common, they are unfold over time, have characters that display some type of emotion and center on events more than ideas.⁹ This statement emphasizes that narrative text is the text that built up by series of events that happened to characters in past time. Hence, McWhorter describes some steps that can be followed when reading narratives:

1. Establish the setting by determining when and where the events are taking place.
2. Notice how the story is told and who is telling it. The perspective or point of view of the person relating the events is often important.
3. Look beyond the specific events to their overall meaning. Ask yourself why the writer is telling the story. What point the author trying to make?
4. Watch for the writer's commentary as he or she tell.

⁷ Kalayo Hasibuan and Muhammad Fauzan Ansyary. *TEFL: Teaching English As A Foreign Language*. (Pekanbaru: Alaf Riau, 2007), p. 113

⁸ Jo McDonough and Christopher Shaw. *Materials and Methods in ELT*. 2^{Ed}. (USA: Blackwell, 2003), p.90

⁹ M.Syafii, M. Fauzan Ansyari, and Jonri Kasdi. *The Effect of Paragraph Developments: The Process of Writing for Classroom Setting*. (Pekanbaru: LBSI, 2007), p. 55

Concerning to syafi'i's statement and the steps in reading narrative text that described by McWhorter can be taken conclusion that narrative text is built up characters, setting (time and place of the story) and events. Thus, the students can be called having ability in reading narrative that if they are able to find out main idea, characters, setting, events happened in narrative text.

3. The Factors Influencing Ability in Reading Narrative Text

McWhorter described about some factors that influence our reading process such as ability in reading narrative text as follows:

a. Background Knowledge.

The amount of knowledge you have about a topic influences how easily you will be able to read about it. Our knowledge will strongly affect our ability to understand new information. It means that we can interpret what we read in term of what we already known, we integrated what we already known with the content of we are reading.

b. Your Interest Level.

Interest can facilitate our understanding of the text. It means that the more interest reader of some topics the more understanding that reader get from reading materials.

c. Your Reading Skill.

It is included our vocabularies. If you vocabulary is limited, you will encounter unfamiliar words that impair your comprehension.

d. Your Mental State and Physical.

Our physical and mental condition will influence our understanding of the text. If our physic and mental is good it will make us more concentrate in reading, and as the result we will more understand about the written material itself.

In reading process, the reader uses knowledge, skills, and strategies to determine what the meaning of the text that they read. Moreover, Kalayo says that Readers' knowledge, skills, and strategies include:¹⁰

1. Linguistic competence: the ability to recognize the element of the writing system; knowledge of vocabulary; knowledge how words are structured into sentences.
2. Sociolinguistics competence: knowledge about different types of texts and their usual structure and content.
3. Discourse competence: the ability to understand the cohesive devices such as pronouns, conjunctions, and transitional phrases to link meaning within and across sentences, as well as the ability recognize how coherence is used to maintain the message's unity.
4. Strategic competence: the ability to use a number of strategies.

Four competences also influence the readers' ability in reading narrative text. Linguistics and discourse competence will help the readers in making interpretation of meaning. Sociolinguistics competence will help readers to know how certain types of texts or passages are organized and help readers to

¹⁰ Kalayo Hasibuan and Muhammad Fauzan Ansyary. *Op. Cit.*, p. 115

comprehend and recall the texts because each type of the texts has its own text structure. Then, strategic competence also influences reading ability. Use of some strategy in reading will help the reader to gain the meaning of the text.

Pugh in McDonough said that how efficient readers 'switch' style according to the type of text they are reading. In many cases, an efficient reader appears to use what are called "top-down" and "bottom-up" strategies.¹¹ In top-down processing, there is interaction process between the reader and the text involves the reader in activating knowledge of the world, plus past experience, expectation and intuition, to arrive at a meaning of the text. In bottom-up processing, the reader synthesizes several letters to form words, then synthesize several words to form a phrase and so on. In reading process, the top down interacts with the bottom-up process in order to aid comprehension.

4. The Nature of Simple Past Tense

One of parts of English grammar is tense. A specific instance of grammar is usually called a structure. Tense means 'time'. The tense of a verb indicates and establishes time and its relationship to events in a sentence. Conceptually, the time can be divided into three categories: the past, the present, and the future. Therefore, the basic tense in English grammar also divided into three kinds: the past tense, the present tense, and the future tense. Then, each of tense divided into several subcategories such as simple tense, continuous, and future tense. Every tense arranges the different sentence pattern.

¹¹ Jo McDonough and Christopher Shaw. *Op.Cit.*, p. 92

Concerning to the simple past tense, Batty stated that simple past tense indicates that an activity or situation began and ended at a particular time in the past.¹² Furthermore, simple past tense is used to describe an action, an event, or condition that occurred in the past, sometime before the moment of speaking or writing.¹³ Simple Past Tense is often used with certain phrases of time: yesterday, last night, last month, last year, two years ago, etc. Each of the highlighted verbs in the following sentences is in the simple past tense and each sentence describes an action taking place at some point in past. For example as follows:

I **went** to Surabaya yesterday

We **watched** the movie last night

The storyteller **began** every story by saying "A long time ago when the earth **was** green."

a. Verbs in Simple Past Tense

A verb indicates the time of an action, event or condition by changing its form. Through the use of a sequence of tenses in a sentence or in a paragraph, it is possible to indicate the complex temporal relationship of actions, events, and conditions.

In simple past tense, the basic verb that is used is verb II form (past tense). Basically in English, there are two kinds of verb: regular and irregular verb. The general rule for construction of simple past tense of regular verb is by taking the infinitive of verb and add-**ed**. For some examples as follows:

¹² Betty Azar Schramper . *Understanding and Using English Grammar*. 2^d Ed. (New Jersey: Prentice Hall Regents.1989), p. 24

¹³ Heather MacFadyen. *Using Verb Tenses*, p.5. 2008. Retrieved on June, 2010, (<http://www.writingcentre.uottawa.ca/hypergrammar/usetense.html>)

TABLE II.1
THE EXAMPLE OF REGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE
Arrange	Arranged	Arranged
Clean	Cleaned	Cleaned
Play	Played	Played
Study	Studied	Studied
Visit	visited	Visited

When the infinitive form ends in a **consonant plus -y**, remove the **-y** and add **-ied** in its place: e.g. try becomes **tried**. When the infinitive ends in **-p** or **-it**, double the last letter: e. g. stop becomes **stopped**, knit becomes **knitted**. When the infinitive form ends in **-e**, only **-d** is added. E. g. live becomes **lived**

In English, there are many irregular verbs and these must be learned. Some examples are:

TABLE II.2
THE EXAMPLE OF IRREGULAR VERBS

INFINITIVE	PAST TENSE	PAST PARTICIPLE
Arise	Arose	Arisen
Buy	Bought	Bought
Choose	Chose	Chosen
Draw	Drew	Drawn
Eat	Ate	Eaten

b. The Pattern of Simple Past Tense

The Formulas for Verbal Sentence

1. Affirmative Sentence

The formula is:

Subject + Past Form + object/complement

For example:

He returned the bag to him.

She visited her grandmother two month ago.

2. Negative Sentence

In the negative form of using the Simple Past Tense of the verb **to do** as **did** is followed by the infinitive:

The formula is:

Subject + did not + Infinitive Form + object/complement

For example:

He did not go to the party last night.

Mery did not buy a new book two days ago.

3. Interrogative Sentence

To form questions, use the Simple Past Tense uses the verb **to do** as **did** /**did not** followed by the infinitive.

The formula is:

Did + subject + Infinitive Form + object/complement

WH-question + did + subject + Infinitive Form + object/complement

For example:

Did you drink a glass of milk last night?

What did you do yesterday morning?

The Formulas for Nominal Sentence

1. Affirmative Sentence

The formula is:

Subject + was/were + object/complement

For example:

I was sick last week

We were a champion in debate contest.

2. Negative Sentence

The formula is:

Subject + was/were + not + object/complement

For example:

Yuda was not a rich people.

They were not the jobless.

3. Interrogative Sentence

The formula:

Was/were + subject + object/complement

Was she a nurse last year?

Were you happy in party last week?

5. The Mastery of Simple Past Tense

Mastery is complete control of knowledge.¹⁴ In addition, mastery is great skill or knowledge.¹⁵ Hence, mastery is great skillfulness and knowledge of some subject or activity. From some definition above can be taken conclusion is that mastery is relate to someone knowledge or skill.

In this research, the writer investigates about simple past tense mastery. Thus, the writer conclude that students' simple past tense mastery means that the students' knowledge about simple past tense in form of they are able to put correct verb, arrange negative, interrogative, and nominal sentence in simple past tense.

6. The Relationship of Mastery in Simple Past Tense to Ability in Reading Narrative Text

Nunan stated that narrative text demand attention to simple past tense form.¹⁶ Therefore, in reading narrative text, the reader need to master simple past tense. Simple past tense is included one of grammar. According to Franklin S. Hoyt in O'Donnell the relationship between grammar and language skills are (1) a knowledge of grammar leads to use of better English in oral and written expression, (2) a knowledge of grammar aids in the interpretation of written

¹⁴A.S. Hornby. *Oxford Advanced Learner's Dictionary of Current English*. (New York: Oxford University, 1998), p. 321

¹⁵Oxford Learner's Pocket Dictionary. (New York: Oxford University Press), p. 265

¹⁶David Nunan. *Second Language Teaching & Learning*. (USA: Heinle & Heinle Publishers, 1999), p. 267

English.¹⁷ The second point stated by Franklin is much related to the reading skill. By mastering of simple past tense will make the reader easier to interpret the meaning of narrative text itself.

In addition, Kaloyo also stated that to determine the meaning of written material, the reader should be owned the linguistics competence.¹⁸ In other words, linguistics competence is called grammatical competence. The readers' linguistics competence will lead them easily understand the meaning of the text by knowing the words, how the words structured into sentence or grammatical structure, and so on. Because reading is the process of constructing the meaning of the written material. Thus, linguistics elements will influence the students to comprehend the text. For example in reading narrative text, to make the students comprehend about narrative text, the teacher not only asks them to read it but also they are taught the generic structures and the language features of narrative text itself. One of language features in narrative text that should be mastered by the students is simple past tense.

Based on the explanation above, we can see clearly that grammar mastery is needed in reading process because grammar such as tense, clause type, etc are included linguistics elements. Mastering grammar describe the readers' linguistics competence. It means that when the students read the narrative text, they should master the grammatical features in narrative text. In conclusion, to make the students easier in interpretation the meaning of the sentences in order to understand the content of narrative text, they should master simple past tense.

¹⁷Roy O'Donnell, *Awareness of Grammatical Structure and Reading Comprehension*, p. 184-188. 1962. Retrieved on June, 2010. (<http://www.jstor.org/stable/40366765>)

¹⁸ Kalayo Hasibuan and Muhammad Fauzan Ansary. *Op.Cit.*, p.113

B. Relevant Research

There are some relevant researches that had been done by others researchers which are related to this research:

1. A research by Siti Hasanah , an alumnus of State Islamic University of Sultan Syarif Kasim Riau was entitled the mastery in using verbs of simple past tense and past continuous tense of the second year students of MT_S Hasanah Pekanbaru. In this study, the writer tried to recognize how the students' mastery in using verb of simple past tense and past continuous tense. The writer took 37 students to be the sample from the total population area 147 students. In collecting the data the writer used test and interview. The test used was the multiple choice test that consisted of 35 items. The data in this research were analyzed by totaling and comparing with the total needed. It was interpreted into descriptive qualitative with percentage. Finally, as the result of this research, students' mastery in answering the question is categorized into poor level, it is about (42.32%).¹⁹
2. Hardi Sapitri had done a research entitled the students' in identifying simple past tense and present perfect tense of the second year students of SMAN 1 Lingga. This research is included into descriptive study. In taking the sample, the writer used stratified random sampling technique and in collecting data the writer used a written test and interview. In analyzing the data to know the students score in answering the test is that by using percentage of classification of students' ability in identifying simple past tense and present

¹⁹ Siti Hasanah. *The Mastery in Using Verbs of Simple Past Tense and Past Continuous Tense of the Second Year Students of MT_S Hasanah Pekanbaru*. Pekanbaru: UIN SUSKA RIAU, 2008

perfect tense. The result of this research is that the students' ability in identifying simple past tense and present perfect tense is categorized into "average" (29.85%).²⁰

Both relevant researches give big contribution to the writer's study. The writer gets much information to conduct the research where two researches above focus on study about mastery of tenses. One of tenses that explained by them is simple past tense. The first researcher focus on mastery in using the verbs in simple past tense and the second researcher focus on identifying simple past tense. From both of research, the writer takes information about simple past tense mastery. But, this research is different from those relevant researches where in this research the writer want to find out the contribution of simple past tense mastery toward ability in reading narrative text.

C. Operational Concept

Operational concept is a concept as a guidance used to avoid misunderstanding. It should be interpreted into particular words in order to make it easy to measure. In this research, there are two variables: simple past tense mastery as (X) variable and ability in reading narrative text as (Y) variable. To measure each variable, the writer will identify them in some indicators as follows:

1. Simple Past Tense Mastery (X variable)

- a. The students are able to use regular and irregular verb in simple past tense.
- b. The students are able to write nominal sentence in simple past tense.

²⁰ Hardi Sapitri. *The Students' in Identifying Simple Past Tense and Present Perfect Tense of The Second Year Students of SMAN 1 Lingga*. Pekanbaru: UIN SUSKA RIAU, 2008

- c. The students are able to arrange interrogative form sentence in simple past tense.
- d. The students are able to arrange the negative sentence in simple past tense.

2. Ability in Reading Narrative Text (Y variable)

- a. The students are able to find out the main idea in reading narrative text.
- b. The students are able to find out the specific information in narrative text such as characters, time and place of the story in reading narrative text.
- c. The students are able to recall and recognize the events happened in narrative text.
- d. The students are able to find the cause and effect of the events happened in narrative text.

D. The Assumption and Hypothesis

1. The Assumption

In this research, the writer assumes that the higher of students' simple past tense mastery, the higher of students' ability in reading narrative text will be.

2. The Hypothesis

H₀: there is no significant contribution of simple past tense mastery toward ability in reading narrative text.

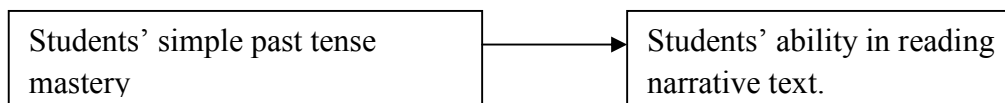
H_a: there is significant contribution of simple past tense mastery toward ability in reading narrative text.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research is correlational research. Correlational research is the type of research to determine the relationship between variables. ¹This research was conducted on February 05-19, 2011. There were two variables in this research: simple past tense mastery as “X” variable and ability in reading narrative text as “Y” variable. The following picture is the design of the research:



B. Subject and Object of the Research

The subject of this research was the first year students at SMA Negeri 1 Kuantan Mudik Kuantan Singingi Regency. The object of this research was the contribution of simple past tense mastery toward ability in reading narrative text.

C. Population and Sampling of the Research

The total of population of the first year students at SMAN 1 Kuantan Mudik was 168 students. They were divided into 5 classes. Because the amount of the population more is than 100, it is better to take 25% or more from the population to be the sample.² In this research, the writer took 25% from the

¹ Gay, L.R and peter Airasian. *Educational Research: Competencies of Analysis and Application*. 6th Ed. (New Jersey: Prentice-Hall,inc., 2000) , p.321

² Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan dan Praktek*. (Jakarta: PT. Renika Cipta,2002), p.120

population that was 42 students as the sample by using proportional random sampling. The amount of sample will be shown in the table below:

TABLE III.1
SAMPLE OF THE RESEARCH

Class	Total of Students	Percentage	Sample Taken
Class X ¹	28	25%	7
Class X ²	34	25%	8
Class X ³	35	25%	9
Class X ⁴	36	25%	9
Class X ⁵	35	25%	9
TOTAL	168		42

D. Techniques of Collecting Data

In collecting data the writer used test. There were two kinds of tests that were given to the students. They were simple past tense test and reading narrative test. Both of tests were multiple choice test that consisted of 20 item questions for each test. Every multiple choice item consists of four answer options (a, b, c, d).

Then, the score of simple past tense test and reading narrative test were classified in this table below:

TABLE III.2
THE CLASSIFICATION OF STUDENTS' SCORE

THE SCORE LEVEL	CATEGORY
80-100	Very Good
66-79	Good
56-65	Enough
40-55	Less
30-39	Fail

Suharsimi Arikunto (Dasar-Dasar Evaluasi Pendidikan, 2009)

E. The Validity and Reliability of the Test

1. Test Blueprint

For further information about the instruction of the text, the writer showed the blueprint of both tests as follows:

TABLE III.3
THE BLUEPRINT OF SIMPLE PAST TENSE TEST

Number	Indicator of Items	Number of items	Items number
1.	Use regular or irregular verb in simple past tense	5 items	1, 5, 9, 13, 17
2.	Write nominal sentence in simple past tense	5 items	4, 8, 12, 16, 20
3.	Arrange interrogative sentence in simple past tense	5 items	3, 7, 11, 15, 19
4.	Arrange negative sentence in simple past tense	5 items	2, 6, 10, 14, 18

TABLE III.4
THE BLUEPRINT OF READING NARRATIVE TEXT TEST

Number	Indicator of Items	Number of items	Items number
1.	Find out main idea in narrative text	5 items	3, 7, 10, 13, 17
2.	Find out specific information (characters, time, place of story) in narrative text	5 items	1, 8, 9, 15, 19
3.	Recall and recognize the events happened in narrative text	5 items	4, 6, 12, 16, 18
4.	Find cause and effect events happened in narrative text	5 items	2, 5, 11, 14, 20

2. Validity

Before the tests were given to the sample, both of tests had been tried out to 20 students at the first year. In this research, the researcher did twice try out. The purpose of try out was to obtain validity and reliability of the test. It was determined by finding the difficulty level of each item. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is as follows: ³

$$P = \frac{B}{JS}$$

Where P : Index of difficulty or Facility value

B : the number of correct answers

JS : the number of examinees or students taking the test

³ Suharsimi Arikunto. *Dasar-Dasar Evaluasi Pendidikan*. (Jakarta: Bumi Aksara, 2009), p. 209

The difficulty level of an item shows how easy or difficult a particular item in the test. The items that do not reach the standard level of difficulty are excluding from the test, and they are changed with the new items that are appropriate.

The standard level of difficulty used was <0.30 and >0.70 .⁴ It means that the item test that accepted if the level of difficulty is between **0.30-0.70** and it is rejected if the level of difficulty is below **0.30** (difficult) and over **0.70** (easy). Then, the proportion correct is represented by “p”, whereas the proportion incorrect is represented by “q”.

Based on the try out result, it was determined that there were some items tests were rejected because those items too easy and too difficult. It means that they should be revised or changed with the new items that were appropriate ones. The result of try out is as follows:

⁴ *Ibid.*, p.210

a. Simple Past Tense Test

TABLE III.5
THE ITEM DIFFICULTY OF SIMPLE PAST TENSE
TRY OUT

Item number	Item difficulty	result
1.	0.55	Accepted
2.	0.45	Accepted
3.	0.50	Accepted
4.	0.45	Accepted
5.	0.50	Accepted
6.	0.25	Rejected/difficult
7.	0.55	Accepted
8.	0.50	Accepted
9.	0.50	Accepted
10.	0.55	Accepted
11.	0.55	Accepted
12.	0.45	Accepted
13.	0.40	Accepted
14.	0.60	Accepted
15.	0.25	Rejected/difficult
16.	0.20	Rejected difficult
17.	0.85	Rejected/easy
18.	0.65	Accepted
19.	0.60	Accepted
20.	0.20	Rejected/difficult

Some items rejected were item number 6, 15, 16, 17, and 20. They had been revised or changed in second try out.

b. Reading Narrative Test

TABLE III.6
THE ITEM DIFFICULTY OF READING NARRATIVE TEXT
TRY OUT

Item number	Item difficulty	result
1.	0.60	Accepted
2.	0.45	Accepted
3.	0.50	Accepted
4.	0.25	Rejected/difficult
5.	0.55	Accepted
6.	0.45	Accepted
7.	0.40	Accepted
8.	0.55	Accepted
9.	0.75	Rejected/easy
10.	0.55	Accepted
11.	0.20	Rejected/difficult
12.	0.40	Accepted
13.	0.60	Accepted
14.	0.50	Accepted
15.	0.55	Accepted
16.	0.20	Rejected difficult
17.	0.60	Accepted
18.	0.50	Accepted
19.	0.45	Accepted
20.	0.50	Accepted

Some items rejected were item number 4, 9, 11, and 16. They had been revised or changed in second try out.

3. Reliability

Reliability is a necessary characteristic of a good test. It is possible the test can be reliable but it is not valid, whereas the test is valid automatically it is reliable.

To obtain the reliability of the test given, the researcher used the formula Kuder-Richardson 20 (KR-20) as follows: ⁵

$$r_{11} = \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

Where: r_{11} : the reliability of the test

n : the number of test items

s : standard deviation

p : the proportion correct answers

q : the proportion wrong answer

To make clear about this analysis, see in appendix 9

F. Technique of Analyzing Data

In analyzing the data dealing with the contribution of students' simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik, the researcher used the **Simple Linier Regression** by using SPSS Version 16. It was measured and analyzed by following formula:

⁵*Ibid.*, p.100

1. To find out the correlation between simple past tense mastery and ability in reading narrative text, the writer used product moment formula as follows: ⁶

$$r_{xy} = \frac{\frac{\sum x'y'}{N} - (Cx')(Cy')}{(SD_{x'}) (SD_{y'})}$$

Where:

r_{xy} = Product moment correlation

$\sum X^1 y^1$ = The multiple sum of x and y

Cx^1 =Coefficient of variable x

Cy^1 =Coefficient of variable y

SDx^1 =Standard deviation of x

SDy^1 =Standard deviation of y

N = number of respondents

2. To find out contribution of simple past tense mastery toward ability in reading narrative text, the formula as follows:⁷

$$R_{\text{square}} = r^2 \times 100\%$$

Where :

R_{Square} = regression

r = coefficient correlation of product moment

⁶ Hartono. *Statistik untuk Penelitian*. (Yogyakarta: LSFK2P, 2006), p. 80

⁷ Hartono. *SPSS.16: Analisis Data Statistik dan Pendidikan*.(Yogyakarta: Pustaka Pelajar,2010), p. 108

CHAPTER IV

DATA PRESENTATION AND ANALYSIS

A. The Data Presentation

The purpose of this research is to obtain the contribution of students' simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi Regency.

1. The Data of Students' Simple Past Tense Mastery

To get the data dealing with the students' simple past tense mastery, the researcher gave the students multiple choices test consisted of 20 items. It was developed through four indicators of operational concepts. Every indicator had 5 item questions.

To measure and analyze the students' simple past tense mastery, the writer used the formula as follows:¹

$$P = \frac{f}{N} \times 100\%$$

Where:

P = the score of students

F = the correct answer

N = the number of items

The data about students' simple past tense mastery can be seen in the following table:

¹ Anas Sudijono. *Pengantar Statistik Pendidikan*. (Jakarta: PT. RajaGrafindo Persada, 2006), p. 43

TABLE IV.1
THE RECAPITULATION OF
STUDENTS' SIMPLE PAST TENSE SCORE

THE NUMBER OF RESPONDENT	SCORE	CATEGORY
Student 1	50	Less
Student 2	50	Less
Student 3	65	Enough
Student 4	50	Less
Student 5	55	Less
Student 6	50	Less
Student 7	65	Enough
Student 8	50	Less
Student 9	55	Less
Student 10	45	Less
Student 11	55	Less
Student 12	60	Enough
Student 13	50	Less
Student 14	50	Less
Student 15	55	Less
Student 16	70	Good
Student 17	50	Less
Student 18	50	Less
Student 19	45	Less
Student 20	55	Less
Student 21	55	Less
Student 22	50	Less
Student 23	55	Less
Student 24	70	Good
Student 25	50	Less
Student 26	55	Less
Student 27	65	Enough
Student 28	60	Enough
Student 29	55	Less
Student 30	50	Less
Student 31	60	Enough
Student 32	50	Less
Student 33	60	Enough
Student 34	55	Less
Student 35	55	Less
Student 36	50	Less
Student 37	45	Less
Student 38	50	Less
Student 39	60	Enough
Student 40	55	Less
Student 41	50	Less
Student 42	50	Less

In order to present the data about students' simple past tense mastery can be seen in table below:

TABLE IV.2
PERCENTAGE OF STUDENTS' SIMPLE PAST TENSE
MASTERY

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	-	0%
2.	Good	2	4.76%
3.	Enough	8	19.05%
4.	Less	32	76.19%
5.	Fail	-	0%
Total		42	100%

The table shows that the students' simple past tense mastery in term of answering multiple choice test can be categorized into very good, good, enough, less, and fail. It points out that there was no students got very good category, and 2 of 42 (4.76%) students got good category. There were 8 of 42 students got enough category (19.05%). While for less category, there were 32 of 42 students (76.19%). Then, there was no students got fail category.

2. The Data of Students' Ability in Reading Narrative Text

To get the data about the students' ability in reading narrative text, the researcher provided and gave students 20 multiple choice questions

which based on the four indicators of ability in reading narrative text in operational concepts. Every indicator had 5 item questions.

To measure and analyze the students' ability in reading narrative text, the writer also used the formula as follows:²

$$P = \frac{f}{N} \times 100\%$$

Where:

P = the score of students

F = the correct answer

N = the number of items

The data about students' ability in reading narrative text can be seen in the following table:

² *Ibid.*

TABLE IV.3
THE RECAPITULATION OF STUDENTS' ABILITY IN READING
NARRATIVE TEXT SCORE

THE NUMBER OF RESPONDENT	SCORE	CATEGORY
Student 1	65	Enough
Student 2	60	Enough
Student 3	80	Very Good
Student 4	55	Less
Student 5	55	Enough
Student 6	60	Enough
Student 7	80	Very Good
Student 8	75	Good
Student 9	70	Good
Student 10	65	Enough
Student 11	60	Enough
Student 12	75	Good
Student 13	65	Enough
Student 14	55	Less
Student 15	60	Enough
Student 16	75	Good
Student 17	50	Less
Student 18	60	Enough
Student 19	65	Enough
Student 20	65	Enough
Student 21	65	Enough
Student 22	60	Enough
Student 23	60	Enough
Student 24	75	Good
Student 25	65	Enough
Student 26	60	Good
Student 27	80	Very Good
Student 28	55	Less
Student 29	65	Enough
Student 30	65	Enough
Student 31	80	Very Good
Student 32	55	Less
Student 33	60	Enough
Student 34	60	Enough
Student 35	60	Enough
Student 36	70	Good
Student 37	70	Good
Student 38	65	Enough
Student 39	70	Less
Student 40	75	Good
Student 41	50	Less
Student 42	70	Good

In order to present the data about students' ability in reading narrative text can be seen in table below:

TABLE IV.4
PERCENTAGE OF STUDENTS' ABILITY IN READING
NARRATIVE TEXT

NO	CATEGORY	FREQUENCY	PERCENTAGE
1.	Very Good	4	9.52%
2.	Good	10	23.81%
3.	Enough	21	50%
4.	Less	7	16.67%
5.	Fail	-	0%
Total		42	100%

From the table above, it shows that the students' ability in reading narrative text in term of answering multiple choice test can be categorized into very good, good, enough, less, and fail. It can be seen that 4 of 42 (9.52%) students got very good category. There were 10 of 42 students (23.81%) got good category. Half of the students, it was 21 students (50%) students got enough category. Then, the students who got less category were 7 students (16.67%), and there was no students got fail category.

B. The Data Analysis

The result of the test from the two variables can be seen in the following description:

1. Analysis of Students' Simple Past Tense Mastery

The data description of the simple past tense mastery can be seen in the following table

TABLE IV.5
THE FREQUENCY DISTRIBUTION OF STUDENTS' SIMPLE PAST TENSE MASTERY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	3	7.1	7.1	7.1
	50	17	40.5	40.5	47.6
	55	12	28.6	28.6	76.2
	60	5	11.9	11.9	88.1
	65	3	7.1	7.1	95.2
	70	2	4.8	4.8	100.0
	Total	42	100.0	100.0	

From the table above, it shows that 3 students got score 45 for simple past tense mastery (7.1%), 17 students got score 50 (40.5%), 12 students got score 55 (28.6%), 5 students got score 60 (11,9%), 3 students got score 65 (7.1%), and 2 students got score 70 (4.8%). From this analysis, the researcher can interpret that students' simple past tense mastery was still less because more than half of students got score at less category.

For further information about the descriptive data that related to the students' simple past tense mastery, it can be seen through the following table:

TABLE IV.6
DESCRIPTIVE STATISTIC
STUDENTS' SIMPLE PAST TENSE MASTERY

Simple Past Tense mastery		
N	Valid	42
	Missing	0
Mean		54.28
Std. Error of Mean		.95745
Median		55.00
Mode		50.00
Std. Deviation		6.204
Variance		38.502
Range		25.00
Minimum		45.00
Maximum		70.00
Sum		2280

From this table above, the researcher describes that the scores of students' simple past tense mastery: Mean is 54.28, Median is 55.00, Mode is 50.00, Standard deviation is 6.204, Variance is 38.502, Range is 25.00, Minimum is 45.00, Maximum is 70.00, and Sum is 2280. Based on the classification of students' score, the mean score of students' simple past tense mastery is categorized into less. It means that the students' simple past tense mastery at the first year students of SMAN 1 Kuantan Mudik is still less.

2. Analysis of Students' Ability in Reading Narrative Text

TABLE IV.7
THE FREQUENCY DISTRIBUTION OF STUDENTS' ABILITY IN
READING NARRATIVE TEXT

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	2	4.8	4.8	4.8
	55	5	11.9	11.9	16.7
	60	11	26.2	26.2	42.9
	65	10	23.8	23.8	66.7
	70	5	11.9	11.9	78.6
	75	5	11.9	11.9	90.5
	80	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

From the table above, it points out that the scores of students' ability in reading narrative text, 2 students got score 50 (4.8%), 5 students got 55 score (11.9%), 11 students got score 60 (26.2%), 10 students got score 65 (23.8%), 5 students got score 70 (11.9%), 5 students got score 75 (11.9%), and 4 students got score 80 (9.2%). From this analysis, the researcher can interpret that ability in reading narrative text was enough because the majority of students got score at enough category.

For further information about the descriptive data that related to the students' ability in reading narrative text, it can be seen in the following table:

TABLE IV.8
DESCRIPTIVE STATISTIC
STUDENTS' ABILITY IN READING NARRATIVE TEXT

Ability in reading narrative text		
N	Valid	42
	Missing	0
Mean		65.00
Std. Error of Mean		1.26372
Median		65.00
Mode		60.00
Std. Deviation		8.189
Variance		67.073
Range		30.00
Minimum		50.00
Maximum		80.00
Sum		2730

From this table above, the researcher describes that the scores of students' ability in reading narrative text: Mean is 65.00, Median is 65.00, Mode is 60.00, Standard deviation is 8.189, Variance is 67.073, Range is 30.00, Minimum is 50.00, Maximum is 80.00, and Sum is 2730. Based on the classification of students' score, the mean score of students' ability in reading narrative text is categorized into enough. It means that the students' ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik is still enough.

3. Analysis of Contribution of Students' Simple Past Tense Mastery toward Ability in Reading Narrative Text

TABLE IV.9
THE RECAPITULATION OF STUDENTS' SIMPLE PAST TENSE
MASTERY AND ABILITY IN READING NARRATIVE TEXT OF THE
FIRST YEAR STUDENTS AT SMAN 1 KUANTAN MUDIK

THE NUMBER OF RESPONDENT	SIMPLE PAST TENSE	READING NARRATIVE TEXT
Student 1	50	65
Student 2	50	60
Student 3	65	80
Student 4	50	55
Student 5	55	55
Student 6	50	60
Student 7	65	80
Student 8	50	75
Student 9	55	70
Student 10	45	65
Student 11	55	60
Student 12	60	75
Student 13	50	65
Student 14	50	55
Student 15	55	60
Student 16	70	75
Student 17	50	50
Student 18	50	60
Student 19	45	65
Student 20	55	65
Student 21	55	65
Student 22	50	60
Student 23	55	60
Student 24	70	75
Student 25	50	65
Student 26	55	60
Student 27	65	80
Student 28	60	55
Student 29	55	65
Student 30	50	65
Student 31	60	80
Student 32	50	55
Student 33	60	60
Student 34	55	60
Student 35	55	60
Student 36	50	70
Student 37	45	70
Student 38	50	65
Student 39	60	70
Student 40	55	75
Student 41	50	50
Student 42	50	70

To get more information about students' simple past tense mastery and ability in reading narrative text, it is necessary to conduct descriptive statistic seen in the following table:

TABLE IV.10
DESCRIPTIVE STATISTIC

Descriptive Statistics			
	Mean	Std. Deviation	N
Mastery	54.28	6.204	42
Ability	65.00	8.189	42

This descriptive table describes mean, standard deviation, and the number of students. The mean score of students' simple past tense mastery is 54.28. Based on the classification of students' score, the mean score of students' simple past tense mastery is categorized into less category. Besides, the mean score of students' ability in reading narrative text is 65.00. It is categorized into enough category dealing with the classification of students' score. While N=42 shows the total respondents.

For further information about the correlation between students' simple past tense mastery and their ability in reading narrative text can be seen in the following table:

TABLE IV.11
THE CORRELATION BETWEEN STUDENTS' SIMPLE PAST TENSE
MASTERY AND ABILITY IN READING NARRATIVE

Correlations		Ability	Mastery
Pearson Correlation	Ability in Reading Narrative Text	1.000	.516
	Simple Past Tense Mastery	.516	1.000
Sig. (1-tailed)	Ability in Reading Narrative Text	.	.000
	Simple Past Tense Mastery	.000	.
N	Ability in Reading Narrative Text	42	42
	Simple Past Tense Mastery	42	42

This table shows that the coefficient correlation between simple past tense mastery and ability in reading narrative text. Its correlation is 0.516, sig.(1- tailed) = 0.000. It can be interpreted that as follows:

If the probability is less than 0.05, H_0 is rejected

If the probability is more than 0.05, H_a is rejected

From the table of correlations can be seen that the probability 0.000 is less than 0.05. Thus, H_0 is rejected, whereas H_a is accepted. It means that there is significant correlation between simple past tense mastery and ability in reading narrative text. The coefficient correlation is positive. So, it can be interpreted that the higher simple past tense mastery, the higher ability in reading narrative text.

There are two hypotheses in this research; they are the alternative Hypothesis (Ha) and the Null Hypothesis (Ho). The Ha is there is a significant contribution of students' simple past tense mastery toward ability in reading narrative text. Whereas, the Ho is there is no significant contribution of students' simple past tense mastery toward ability in reading narrative text. It can be seen in the following table:

TABLE IV.13
THE CONTRIBUTION OF STUDENTS' SIMPLE PAST TENSE
MASTERY TOWARD ABILITY IN READING NARRATIVE

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.516 ^a	.266	.248	7.103

a. Predictors: (Constant), Simple Past Tense Mastery

b. Dependent Variable: Ability in Reading Narrative Text

The table above shows the percentage of contribution of students' simple past tense mastery toward ability in reading narrative text. The determination obtained is 0.266. It can be interpreted that the contribution of simple past tense mastery toward ability in reading narrative text is 26.6%, while 73.4% influence by other factors.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Research Conclusion

The first focus of this research is that to find out either there is a significant contribution of students' simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi Regency or not.

After conducting, calculating, and analyzing the data, the writer find out that there is contribution of simple past tense mastery toward ability in reading narrative text of the first year students at SMAN 1 Kuantan Mudik Kuantan Singingi Rengency. Thus, the writer took the conclusion is the more knowledge of simple past tense is, the higher ability in reading narrative text will be.

B. Suggestion

After carrying out the research, it seems very pivotal for the researcher to give suggestions pertinent to the research findings whether for the English teachers or students in order that they are successful in teaching and learning English as a second or foreign language especially for the reading course as one of the English productive skills and linguistic one – simple past tense.

The English teachers should give more explanation about linguistic competence of students such as grammar mastery like tense because grammar is needed in every language skill. Besides, in reading course, because the focus of study is texts. The teacher not only asks the students to read the text but also make them to understand the rhetorical steps and language features of the text itself.

The students should study hard and use good strategies to increase English knowledge. Study whatever related to English. The students have to ask for the teacher in teaching and explaining the rhetorical structure of the reading text. And the last, the students have to practice or use English in the real lives.

Appendix 1

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

SIMPLE PAST TENSE MASTERY (TRY OUT 1)

1. My friend..... guitar last night. (**accepted**)
a. plays b. played c. playing d. play
2. She did not (receive) two letters last week. (**accepted**)
a. received b. receive c. receiving d. receives
3. Merry wrote a letter to U. S. A yesterday. (**accepted**)
The interrogative form of the sentence above is.....
a. Do mery write a letter to U. S. A yesterday?
b. Does mery a letter to U. S. A yesterday?
c. Did mery write a letter to U. S. A yesterday?
d. Has mery writing a letter to U. S. A yesterday?
4. My mother.....angry because my room.....untidy this morning. (**accepted**)
a. is - was b. are - was c. was - was d. were - was
5. We..... her five minute ago. (**accepted**)
a. see b. saw c. seen d. seeing
6. Heteach yesterday. (**rejected**)
a. was not b. were not c. do not d. did not
7. X:?(**accepted**)
Y: Yes, I did.
a. Do you do your homework last night?
b. Did you do your homework last night?
c. Does you did your homework last night?
d. Have you did your homework last night?
8. You.....rich, but now you were poor. (**accepted**)
a. is b. are c. was d. were
9. We..... together two days ago. (**accepted**)
a. study b. studies c. studied d. studying

10. He did not..... (work) to the office yesterday. (**accepted**)
 a. working b. work c. worked d. works
11. She bought many books two months ago. (**accepted**)
 The interrogative form of the sentence above is.....
 a. was she bought many books two months ago?
 b. was she buy many books two months ago?
 c. Did she buy many books two months ago?
 d. Did she bought many books two months ago?
12. They..... soldiers, but now they retire. (**accepted**)
 a. are b. was c. were d. have
13. A: Where did you go yesterday? (**accepted**)
 B:, Why?
 a. I go to the cinema.
 b. I went to the cinema.
 c. I have gone to the cinema.
 d. I was going to the cinema.
14. He do his homework this morning. (**accepted**)
 a. did not b. does not c. was not d. is not
15.you that house five years ago? (**rejected**)
 a. is - builded c. was - build
 b. do - built d. did – build
16. We..... the new students of Riau University last year. (**rejected**)
 a. were b. was c. is d. has
17. IRoger at nine two days ago. (**rejected**)
 a. called b. calling c. call d. calls
18. Hevisit his grandmother last week.
 a. do not b. did not c. is not d. was not
19.you invite John to your party last Saturday night?(**accepted**)
 a. do b. does c. did d. doing
20. : Where... his wallet? (**rejected**)
 B: in his pocket.
 a. are b. am c. has d. was

Appendix 2

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

READING NARRATIVE TEXT (TRY OUT 1)

Text 3 for questions no. 1-4

The Legend of Lake Toba

Once, a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish could talk. It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry her. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promise her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala asked what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of fish."

The girls did not know what their father meant. They went home and asked their mother about it. When they told her what he said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth begun to tremble, and volcanoes started erupt. The earth cracked to from a big hole. People said the hole became Lake Toba.

Taken from: Tuntas Bahasa Inggris SMA Kelas X-Semester 2

1. Where did a fisherman live? (**accepted**)
 - a. In Batakland
 - b. In the forest
 - c. In the lake toba
 - d. In the sea

2. What caused Sahala was angry to his daughters? **(accepted)**
 - a. Because they came late.
 - b. Because they were lazy.
 - c. Because they did not come.
 - d. Because they ate his lunch.
3. What was Sahala's promise to his wife? **(accepted)**
 - a. He would make her life happily.
 - b. He would not become a fisherman anymore.
 - c. He would not tell anymore that she was a fish
 - d. He promised never leave her.
4. What was Like Toba formed by? **(rejected)**
 - a. The trembling of the earth
 - b. The erupting of volcanoes
 - c. The cracking of the earth
 - d. Sahala shouting at his daughters

Text 4 for questions no.5-8

The Buffalo and the Crocodile

One morning, a buffalo went to the river to have some drink. On the way, he saw a crocodile was trapped on a fallen big tree. Crocodile shouted and shouted for a help. Buffalo came and helped him.

"I'm hurt. My back maybe broken. I cannot walk," crocodile said, "Help me go home." The buffalo came, he kneed down to led crocodile climb on his back. After that, buffalo carried out crocodile on his back.

"Where is your house?" buffalo asked.

"Across the river," crocodile answered.

Then, buffalo plunged into the river to sent crocodile home. But in the middle of the river, crocodile bit buffalo's back. He seemed very eager to eat him. Buffalo cried for a help.

"Stop it!" said a voice from a tree. A monkey appeared.

"Do you want to kill buffalo? What happened to you?" monkey asked. Buffalo told from the first, but crocodile said that it was wrong. He was only joking. He said buffalo told a lie.

“Alright, then. Now show me the events, so I will know who is right?” then all of them went to the bank of the river.

Crocodile lied on the ground. The monkey said to buffalo to put the tree on crocodile’s back.

“Like this croc?” monkey asked crocodile.

“yeeeeesss...,” crocodile answered slowly.

“Okay buff, now let’s go home,” monkey said to buffalo. Buffalo didn’t know what monkey planned. They left crocodile alone. The crocodile shouted and shouted for help. But no one help him.

Taken from: Tuntas Bahasa Inggris SMA Kelas XI-Semester 1

5. Why did the buffalo go to the river? Because buffalo wanted.....**(accepted)**
 - a. To drink
 - b. To have breakfast
 - c. To meet his friend
 - d. To have lunch
6. What did the crocodile do to the buffalo in the middle of the river? **(accepted)**
 - a. The crocodile thankful to buffalo.
 - b. The crocodile let him go.
 - c. The crocodile bit buffalo’s back.
 - d. The crocodile put the tree on buffalo’s back.
7. What happened to the crocodile? **(accepted)**
 - a. The crocodile got food.
 - b. The crocodile got an accident.
 - c. The crocodile got angry.
 - d. The crocodile got a rest.
8. Who was the judge of the story? **(accepted)**
 - a. The buffalo
 - b. The crocodile
 - c. The tree
 - d. The monkey

Text 1 for questions no. 9- 12

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin told his mother that he would go to the town and work there. At the first his mother did not allow him but finally she let him go with tears.

Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother.

Some years later he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said “you are not my mother!” go away!” His mother became very sad and before she went away she said, “Oh, Malin Kundang, you are wicked son. You’ll never safe now. You and your money will turn to stone.”

Some days later his ship left the harbor. The sea was calm but when he reached the open sea there was a great storm. The ship was drowned. Malin Kundang and his money changed into a stone.

Now people call it Batu Simalin Kundang. We can see the stone from Air Manis, a village on the coast of west Sumatra near Padang.

Taken from: Tuntas Bahasa Inggris SMA Kelas X-Semester 1

9. They were very poor but they....(paragraph 1) **(rejected)**
The word ***they*** refers to.....
a. Old woman
b. Her son in a little village
c. Malin Kundang and His mother
d. Malin Kundang
10. Malin Kundang’s mother didn’t allow him to go to the town. This statement can be found in paragraph.....**(accepted)**
a. 1
b. 2
c. 3
d. 4
11. Why was his ship drowned? Because...**(rejected)**...
a. He reached the open sea.
b. There was a great storm.
c. His ship left the harbor.
d. He changed into a stone

12. What did he do some years later? **(accepted)**
- a. He visited her mother.
 - b. He went to around the world.
 - c. He sailed to a harbor near his village.
 - d. He left the harbor.

Text 5 for questions no. 13-16

Why Do Hawks Hunt Chicks?

Once upon the time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry her. But she said, "I cannot fly as high as you can. If you gave me time, I may learn to fly as high as you. Then we can fly together.

The hawk agreed, before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster, so when the rooster saw the ring. He became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster anger that she threw away the ring immediately.

When the hawk came a few months letter, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flaying above to catch your children," said the hawk.

Taken from: Look Ahead-An English Course 2

13. What is the main idea of the first paragraph? **(accepted)**
- a. The rooster wished to merry the hawk.
 - b. The hawk fell in love with a hen.
 - c. The hen loved the hawk.
 - d. The rooster seemed very anger with a hawk.
14. Why was the rooster angry with hen? Because....**(accepted)**
- a. He saw the ring in hen's finger.
 - b. He cannot marry the hen.
 - c. The hawks hunt the chick.
 - d. He cannot fly as high as the hawk

15. Who gave the hen a ring? **(accepted)**
- The rooster
 - The chick
 - The hen
 - The hawk
16. What did the story tell about? **(rejected)**
- The story of the rooster wished to marry the hawk.
 - The story of hawk which hunt the chicks.
 - The story of the hawk became angry to the rooster.
 - The story of the rooster fell in love with a hawk.

Text 2 for questions no. 17-20

The lion and the Mouse

One day, a little mouse crawled over a lion while it was sleeping. "I'm going to eat you," roared the lion. The poor mouse begged for mercy. "Please don't. I promise not to disturb you again." So, the lion freed the mouse.

Now, one day, the mouse was passing when he heard a lion's roar. Looking around, the mouse saw the lion-trapped in a net. The mouse quickly ran over to the lion. The mouse gnawed at the net, and soon made a big hole. The lion crawled out.

"Thank you," he said. "You saved my life. I fell into the hunter's trap while I was looking for food."

"Well, one good turn deserved another!" replied the mouse.

Taken from: Tuntas Bahasa Inggris SMA Kelas XI-Semester 1

17. What is the main idea of the first paragraph? **(accepted)**
- The mouse walked
 - The mouse crawled over a lion.
 - The mouse begged for Marcy.
 - The mouse freed his friend.
18. How did the mouse help the lion? **(accepted)**
- He heard a lion's roar.
 - He disturbed the hunter.
 - He gnawed at the net and made a big hole.
 - He saw the lion.

19. Who trapped the lion in a net? **(accepted)**

- a. The lion
- b. The hunter
- c. The mouse
- d. The big hole

20. What was the lion doing when he fell into the hunter's trap? It was.....**(accepted)**

- a. Sleeping
- b. Roaring
- c. Disturbing
- d. Looking for food

Appendix 12

The Key Answer of the Try out Test

Simple past tense test

1. b.
2. b
3. c
4. c
5. b
6. d
7. b
8. d
9. c
10. b
11. c
12. c
13. b
14. a
15. d
16. a
17. a
18. b
19. c
20. d

Reading narrative text text

1. a
2. d
3. c
4. b
5. a
6. c
7. b
8. d
9. c
10. b
11. b
12. c
13. b
14. a
15. d
16. b
17. b
18. c
19. b
20. d

Appendix 4

THE RESULT OF TRY OUT 1 OF STUDENTS' ABILITY IN READING NARRATIVE TEXT

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student 1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	0	1	0	0	0
Student 2	0	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	1	0	1
Student 3	1	1	0	0	1	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0
Student 4	0	1	1	1	0	1	0	1	1	0	0	1	1	0	1	0	0	1	0	1
Student 5	1	1	0	0	0	0	1	0	1	1	0	0	1	1	0	0	0	1	1	0
Student 6	1	0	1	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	0
Student 7	0	0	0	0	1	1	1	1	0	0	1	1	1	0	0	1	0	0	1	1
Student 8	1	1	1	0	0	1	0	0	1	1	1	0	0	0	1	1	0	0	1	1
Student 9	1	1	0	1	1	0	1	1	1	0	0	1	1	0	0	0	1	0	0	0
Student 10	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	0	1	1	1
Student 11	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	1	1	1	1
Student 12	0	0	1	0	0	1	0	0	0	1	0	1	1	1	1	0	0	0	1	0
Student 13	1	1	1	0	1	0	1	1	1	0	1	0	0	1	0	0	1	1	0	1
Student 14	0	0	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0
Student 15	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	0	1	0	0	0
Student 16	0	1	1	1	0	1	0	1	1	0	0	1	0	0	0	1	1	1	0	0
Student 17	1	0	0	0	1	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1
Student 18	1	0	0	0	0	1	0	1	1	0	0	0	0	1	1	0	1	1	0	1
Student 19	1	0	0	0	1	0	1	0	1	1	0	1	1	1	0	0	0	1	1	1
Student 20	1	0	0	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0
TOTAL	12	9	10	5	11	9	8	11	15	11	4	8	12	10	11	4	12	10	9	10
P	0.60	0.45	0.50	0.25	0.55	0.45	0.40	0.55	0.75	0.55	0.20	0.40	0.60	0.50	0.55	0.20	0.60	0.50	0.45	0.50
	A	A	A	R/D	A	A	A	A	R/E	A	R/D	A	A	A	A	R/D	A	A	A	A

Scale Rejected 0, 30 (Accepted) 0,70 Scale Rejected
 ← Difficult → Easy

Appendix 3

THE RESULT OF TRY OUT 1 OF THE STUDENTS' SIMPLE PAST TENSE MASTERY

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student 1	1	0	0	0	0	1	0	0	0	1	1	0	1	1	0	0	1	0	1	0
Student 2	1	1	0	0	1	0	0	1	1	0	0	1	0	0	0	0	1	1	1	0
Student 3	0	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	1	0	0	0
Student 4	1	0	1	0	0	1	1	0	1	0	0	1	1	0	1	0	1	1	0	0
Student 5	0	1	0	0	1	0	1	1	0	1	1	0	0	1	0	0	1	1	1	0
Student 6	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	0	1	1	0	0
Student 7	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	1	1
Student 8	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	1	0	1	1	1
Student 9	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	0	1	0	1	0
Student 10	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	1	1	0	1
Student 11	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	0	1	0	0	0
Student 12	0	0	1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	0
Student 13	1	0	1	0	1	0	0	0	1	0	0	1	0	0	1	0	1	1	0	0
Student 14	0	1	0	1	1	0	1	1	0	1	0	0	0	0	0	0	1	1	1	0
Student 15	0	0	0	1	1	0	1	0	0	0	1	0	1	1	0	0	0	1	1	0
Student 16	1	1	0	0	0	0	0	0	0	1	0	0	1	1	1	1	1	1	0	1
Student 17	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	0
Student 18	0	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	1	0
Student 19	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	0	1	0	1	0
Student 20	1	0	1	1	0	0	1	1	0	0	1	0	0	1	0	0	1	1	1	0
TOTAL	11	9	10	9	10	5	11	10	10	11	11	9	8	12	5	4	17	13	12	4
P	0.55	0.45	0.50	0.45	0.50	0.25	0.55	0.50	0.50	0.55	0.55	0.45	0.40	0.60	0.25	0.20	0.85	0.65	0.60	0.20
	A	A	A	A	A	R/D	A	A	A	A	A	A	A	A	R/D	R/D	R/E	A	A	R/D

Scale Rejected 0, 30 (Accepted) 0,70 Scale Rejected
 ← Difficult → Easy

Appendix 8

THE RESULT OF TRY OUT 1 AND 2 OF STUDENTS' ABILITY IN READING NARRATIVE TEXT

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	total	Score
Student 1	1	0	1	1	0	0	1	0	1	1	0	1	1	0	1	1	1	0	0	0	11	55
Student 2	0	0	1	0	1	0	0	0	1	0	1	0	1	1	1	0	0	1	0	1	9	45
Student 3	1	1	0	1	1	0	0	1	0	1	0	0	0	0	1	1	1	1	1	0	11	55
Student 4	0	1	1	0	0	1	0	1	0	0	0	1	1	0	1	0	0	1	0	1	8	40
Student 5	1	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	0	1	1	0	11	55
Student 6	1	0	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	0	0	0	10	50
Student 7	0	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	1	10	50
Student 8	1	1	1	1	0	1	0	0	1	1	1	0	0	0	1	0	0	0	1	1	11	55
Student 9	1	1	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	0	0	8	40
Student 10	0	0	1	1	1	0	0	0	1	1	1	0	0	1	1	1	0	1	1	1	12	60
Student 11	0	1	0	0	0	0	0	1	1	0	1	0	0	0	0	0	1	1	1	1	8	40
Student 12	0	0	1	1	0	1	0	0	0	1	0	1	1	1	1	1	0	0	1	0	10	50
Student 13	1	1	1	0	1	0	1	1	1	0	0	0	0	1	0	0	1	1	0	1	11	55
Student 14	0	0	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	0	12	60
Student 15	1	1	0	0	1	0	0	1	0	1	0	1	1	1	0	0	1	0	0	0	9	45
Student 16	0	1	1	0	0	1	0	1	1	0	1	1	0	0	0	0	1	1	0	0	9	45
Student 17	1	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	0	0	1	13	65
Student 18	1	0	0	1	0	1	0	1	1	0	1	0	0	1	1	0	1	1	0	1	11	55
Student 19	1	0	0	0	1	0	1	0	0	1	1	1	1	1	0	1	0	1	1	1	12	60
Student 20	1	0	0	0	0	1	0	0	1	1	0	0	1	1	1	0	1	0	0	0	8	40
TOTAL	12	9	10	10	11	9	8	11	13	11	10	8	12	10	11	8	12	10	9	10	204	1020
p	0.60	0.45	0.50	0.50	0.55	0.45	0.40	0.55	0.65	0.55	0.50	0.40	0.60	0.50	0.55	0.40	0.60	0.50	0.45	0.50	Σpq=4.93	
q	0.40	0.55	0.50	0.50	0.45	0.55	0.60	0.45	0.35	0.45	0.50	0.55	0.40	0.50	0.45	0.60	0.40	0.50	0.55	0.50		
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		

Scale Rejected 0. 30 (Accepted) 0.70 Scale Rejected
 ← Difficult → Easy

Appendix 7

THE RESULT OF TRY OUT 1 AND 2 OF THE STUDENTS' SIMPLE PAST TENSE MASTERY

Name	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	total	Score
Student 1	1	0	0	0	0	1	0	0	0	1	1	0	1	1	1	1	1	0	1	1	11	55
Student 2	1	1	0	0	1	1	0	1	1	0	0	1	0	0	1	0	0	1	1	0	10	50
Student 3	0	1	1	1	1	0	1	0	0	1	1	1	0	1	0	0	1	0	0	0	10	50
Student 4	1	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	0	1	0	0	8	40
Student 5	0	1	0	0	1	1	1	1	0	1	1	0	0	1	0	0	0	1	1	1	11	55
Student 6	1	0	1	0	0	0	0	1	0	1	1	1	0	1	1	0	0	1	0	1	10	50
Student 7	0	1	0	1	0	1	0	0	1	1	0	0	1	0	0	1	1	0	1	0	9	45
Student 8	1	1	0	0	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	1	10	50
Student 9	0	0	1	0	1	0	1	0	0	0	1	0	1	0	0	1	1	0	1	0	8	40
Student 10	1	1	0	0	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	0	11	55
Student 11	1	0	1	1	1	0	0	0	1	0	0	1	0	1	0	0	0	0	0	1	8	40
Student 12	0	0	1	1	0	0	1	1	0	1	1	0	1	0	1	0	0	0	1	0	9	45
Student 13	1	0	1	0	1	1	0	0	1	0	0	1	0	0	1	0	1	1	0	1	10	50
Student 14	0	1	0	1	1	0	1	1	0	1	0	0	0	0	1	0	1	1	1	0	10	50
Student 15	0	0	0	1	1	0	1	0	0	0	1	0	1	1	0	1	1	1	1	0	10	50
Student 16	1	1	0	0	0	1	0	0	0	1	0	0	1	1	0	1	0	1	0	1	9	45
Student 17	0	1	0	0	1	0	1	1	1	1	1	1	1	1	0	0	1	1	0	1	13	65
Student 18	0	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	0	1	1	0	11	55
Student 19	1	0	1	1	0	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	12	60
Student 20	1	0	1	1	0	1	1	1	0	0	1	0	0	1	0	0	0	1	1	0	10	50
Total	11	9	10	9	10	9	11	10	10	11	11	9	8	12	10	8	10	13	12	8	200	1000
p	0.55	0.45	0.50	0.45	0.50	0.45	0.55	0.50	0.50	0.55	0.55	0.45	0.40	0.60	0.50	0.40	0.50	0.65	0.60	0.40	Σpq=4.93	
q	0.45	0.55	0.50	0.55	0.50	0.55	0.45	0.50	0.50	0.45	0.45	0.55	0.60	0.40	0.50	0.60	0.50	0.35	0.40	0.60		
	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A		

Scale Rejected 0. 30 (Accepted) 0. 70 scale Rejected
 ← Difficult Easy →

Appendix 9

THE SCORE OF TRY OUT OF STUDENTS' SIMPLE PAST TENSE MASTERY

No.	Name	Score (X)	x	x ²
1	Student 1	55	5	25
2	Student 2	50	0	0
3	Student 3	50	0	0
4	Student 4	40	-10	100
5	Student 5	55	5	25
6	Student 6	50	0	0
7	Student 7	45	-5	25
8	Student 8	50	0	0
9	Student 9	40	-10	100
10	Student 10	55	5	25
11	Student 11	40	-10	100
12	Student 12	45	-5	25
13	Student 13	50	0	0
14	Student 14	50	0	0
15	Student 15	50	0	0
16	Student 16	45	-5	25
17	Student 17	65	15	225
18	Student 18	55	5	25
19	Student 19	60	10	100
20	Student 20	50	0	0
Total	N=20	$\sum X=1000$	-	$\sum x^2= 800$

1. The formula used to find out the mean score of the try out test is as follows:

$$\begin{aligned}M &= \frac{\sum FX}{N} \\&= \frac{1000}{20} \\M &= 50\end{aligned}$$

2. The formula used to find out the standard deviation is as follows:

$$\begin{aligned}
 S &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{800}{20}} \\
 &= \sqrt{40} \\
 SD &= 6.32
 \end{aligned}$$

3. The formula used to find out the reliability of the students' simple past tense by using K-R. 20 Formula is as follows:

$$\begin{aligned}
 N &= 20 \\
 M &= 50 \\
 S &= 7.52 \\
 r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\
 &= \left(\frac{20}{20-1} \right) \left(\frac{6.32^2 - 4.93}{6.32^2} \right) \\
 &= (1.05) \left(\frac{35.01}{39.94} \right) \\
 &= (1.05) (0.876) \\
 r_{11} &= 0.919
 \end{aligned}$$

Then, the score obtained (0.919) comparing to the r product moment at the 5 % significant is 0.444 and at the 1 % significant is 0.561. Whereas, the N is 20. Thus, it can read $0.444 < 0.919 > 0.561$. this means that the test of simple past tense is reliable.

**THE SCORE OF TRY OUT OF STUDENTS' ABILITY IN READING
NARRATIVE TEXT**

No.	Name	Score (X)	x	x ²
1	Student 1	55	4	16
2	Student 2	45	-6	36
3	Student 3	55	4	16
4	Student 4	40	-11	121
5	Student 5	55	4	16
6	Student 6	50	-1	1
7	Student 7	50	-1	1
8	Student 8	55	4	16
9	Student 9	40	-11	121
10	Student 10	60	9	81
11	Student 11	40	-11	121
12	Student 12	50	-1	1
13	Student 13	55	4	16
14	Student 14	60	9	81
15	Student 15	45	-6	36
16	Student 16	45	-6	36
17	Student 17	65	14	196
18	Student 18	55	4	16
19	Student 19	60	9	81
20	Student 20	40	-11	121
Total	N=20	$\sum X=1020$	-	$\sum x^2=1130$

1. The formula used to find out the mean score of the try out test is as follows:

$$M = \frac{\sum FX}{N}$$

$$= \frac{1020}{20}$$

$$M = 51$$

2. The formula used to find out the standard deviation is as follows:

$$\begin{aligned}
 S &= \sqrt{\frac{\sum x^2}{N}} \\
 &= \sqrt{\frac{1130}{20}} \\
 &= \sqrt{56.5} \\
 SD &= 7.52
 \end{aligned}$$

3. The formula used to find out the reliability of the students' ability in reading narrative text by using K-R. 20 Formula is as follows:

$$\begin{aligned}
 N &= 20 \\
 M &= 51 \\
 S &= 7.52 \\
 r_{11} &= \left(\frac{n}{n-1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right) \\
 &= \left(\frac{20}{20-1} \right) \left(\frac{7.52^2 - 4.93}{7.92^2} \right) \\
 &= (1.05) \left(\frac{51.62}{56.55} \right) \\
 &= (1.05) (0.913) \\
 r_{11} &= 0.959
 \end{aligned}$$

Then, the score obtained (0.959) comparing to the r product moment at the 5 % significant is 0.444 and at the 1 % significant is 0.561. Whereas, the N is 20. Thus, it can read $0.444 < 0.959 > 0.561$. This means that the test of reading narrative text is reliable.

Validity of the Test

No.	Name	X	Y	x	y	x ²	y ²	xy
1	Student 1	55	55	5	4	25	16	20
2	Student 2	50	45	0	-6	0	36	0
3	Student 3	50	55	0	4	0	16	0
4	Student 4	40	40	-10	-11	100	121	110
5	Student 5	55	55	5	4	25	16	20
6	Student 6	50	50	0	-1	0	1	0
7	Student 7	45	50	-5	-1	25	1	5
8	Student 8	50	55	0	4	0	16	0
9	Student 9	40	40	-10	-11	100	121	110
10	Student 10	55	60	5	9	25	81	45
11	Student 11	40	40	-10	-11	100	121	110
12	Student 12	45	50	-5	-1	25	1	5
13	Student 13	50	55	0	4	0	16	0
14	Student 14	50	60	0	9	0	81	0
15	Student 15	50	45	0	-6	0	36	0
16	Student 16	45	45	-5	-6	25	36	30
17	Student 17	65	65	15	14	225	196	210
18	Student 18	55	55	5	4	25	16	20
19	Student 19	60	60	10	9	100	81	90
20	Student 20	50	40	0	-11	0	121	0
Total	N=20	ΣX=1000	ΣY=1020	-	-	Σx ² =800	Σy ² =1130	Σxy=775

The formula used to find out the validity of the test is as follows:

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{\sqrt{(\sum x^2)(\sum y^2)}} \\
 &= \frac{775}{\sqrt{(800)(1130)}} \\
 &= \frac{775}{\sqrt{904000}} \\
 &= \frac{775}{950.79} \\
 &= 0.815
 \end{aligned}$$

Thus, the score obtained (0.814) comparing to the r product moment at the 5 % significant is 0.444 and at the 1 % significant is 0.561. whereas, the N is 20. Thus, it can read $0.444 < 0.815 > 0.561$. this means that the test of the simple past tense and reading narrative text is valid.

Appendix 10

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

SIMPLE PAST TENSE TEST

1. My friend.....guitar last night.
a. plays b. played c. playing d. play
2. She did not (receive) two letters last week.
a. received b. receive c. receiving d. receives
3. Merry wrote a letter to U. S. A yesterday.
The interrogative form of the sentence above is.....
a. Do mery write a letter to U. S. A yesterday?
b. Does mery a letter to U. S. A yesterday?
c. Did mery write a letter to U. S. A yesterday?
d. Has mery writing a letter to U. S. A yesterday?
4. My mother.....angry because my room.....untidy this morning.
a. is - was b. are - was c. was - was d. were - was
5. We..... her five minute ago.
a. see b. saw c. seen d. seeing
6. He watched television last night.
The negative form of the sentence above is....
a. He do not watched television last night.
b. He did not watch television last night.
c. He is not watch television last night.
d. He was not watched television last night.
7. X:?
Y: Yes, I did.
a. Do you do your homework last night?
b. Did you do your homework last night?
c. Does you did your homework last night?
d. Have you did your homework last night?
8. You.....rich, but now you were poor.
a. is b. are c. was d. were

9. We..... together two days ago.
a. study b. studies c. studied d. studying
10. He did not..... (work) to the office yesterday.
a. working b. work c. worked d. works
11. She bought many books two months ago.
The interrogative form of the sentence above is.....
a. was she bought many books two months ago?
b. was she buy many books two months ago?
c. Did she buy many books two months ago?
d. Did she bought many books two months ago?
12. They..... soldiers, but now they retire.
a. are b. was c. were d. have
13. A: Where did you go yesterday?
B:, Why?
a. I go to the cinema.
b. I went to the cinema.
c. I have gone to the cinema.
d. I was going to the cinema.
14. He do his homework this morning.
a. did not b. does not c. was not d. is not
15. X:you five times yesterday?
Y: Yes, I prayed five times yesterday.
a. is - pray c. was – prayed
b. do - prayed d. did - pray
16. Shein Australia last month.
a. were b. was c. is d. am
17. I my work this morning.
a. to finish b. finished c. finishes d. finishing
18. Hevisit his grandmother last week.
a. do not b. did not c. is not d. was not
19.you invite John to your party last Saturday night?
a. do b. does c. did d. doing
20. They.....busy talking just now.
a. are b. am c. was d. were

Appendix 11

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

READING NARRATIVE TEXT TEST

Text 1 for questions no. 1- 4

The Legend of Lake Toba

Once, a fisherman named Batara Guru Sahala lived in Batakland. One day, he caught a fish. To his surprise, he found that the fish could talk. It begged Sahala to set it free. Sahala did accordingly.

As soon as the fish was free, it changed into a woman. She was so beautiful that the fisherman fell in love with her at once. He asked her to marry her. The woman agreed to marry Sahala. However, she told him that he must never let out the secret that she was once a fish. Sahala promised her that he would not tell anyone about it.

They were happily married, and had two daughters. Every morning, Sahala went out fishing. His daughters would bring him his lunch. One day, however, instead of bringing the food to their father, the girls ate it. When Sahala asked what they had done with his meal, he got very angry. He shouted at them, saying, "You behaved exactly like the daughters of fish."

The girls did not know what their father meant. They went home and asked their mother about it. When they told her what he said, she was very annoyed. Although Sahala apologized to her later, she would not forgive him for breaking his promise.

Then the earth began to tremble, and volcanoes started erupt. The earth cracked to form a big hole. People said the hole became Lake Toba.

Taken from: Tuntas Bahasa Inggris SMA Kelas X-Semester 2

1. Where did a fisherman live?
 - a. In Batakland
 - b. In the forest
 - c. In the lake toba
 - d. In the sea

2. What caused Sahala was angry to his daughters?
 - a. Because they came late.
 - b. Because they were lazy.
 - c. Because they did not come.
 - d. Because they ate his lunch.
3. What was Sahala's promise to his wife?
 - a. He would make her life happily.
 - b. He would not become a fisherman anymore.
 - c. He would not tell anymore that she was a fish
 - d. He promised never leave her.
4. What happened when the fisherman freed the fish?
 - a. The fish could not talk anymore.
 - b. The fish changed become a woman.
 - c. The fish was free.
 - d. The fish was angry to him.

Text 2 for questions no. 5-8

The Buffalo and the Crocodile

One morning, a buffalo went to the river to have some drink. On the way, he saw a crocodile was trapped on a fallen big tree. Crocodile shouted and shouted for a help. Buffalo came and helped him.

"I'm hurt. My back maybe broken. I cannot walk," crocodile said, "Help me go home." The buffalo came, he kneed down to led crocodile climb on his back. After that, buffalo carried out crocodile on his back.

"Where is your house?" buffalo asked.

"Across the river," crocodile answered.

Then, buffalo plunged into the river to sent crocodile home. But in the middle of the river, crocodile bit buffalo's back. He seemed very eager to eat him. Buffalo cried for a help.

"Stop it!" said a voice from a tree. A monkey appeared.

"Do you want to kill buffalo? What happened to you?" monkey asked. Buffalo told from the first, but crocodile said that it was wrong. He was only joking. He said buffalo told a lie.

“Alright, then. Now show me the events, so I will know who is right?” then all of them went to the bank of the river.

Crocodile lied on the ground. The monkey said to buffalo to put the tree on crocodile’s back.

“Like this croc?” monkey asked crocodile.

“yeeeesss...,” crocodile answered slowly.

“Okay buff, now let’s go home,” monkey said to buffalo. Buffalo didn’t know what monkey planned. They left crocodile alone. The crocodile shouted and shouted for help. But no one help him.

Taken from: Tuntas Bahasa Inggris SMA Kelas XI-Semester 1

5. Why did the buffalo go to the river? Because buffalo wanted.....
 - a. To drink
 - b. To have breakfast
 - c. To meet his friend
 - d. To have lunch
6. What did the crocodile do to the buffalo in the middle of the river?
 - a. The crocodile thankful to buffalo.
 - b. The crocodile let him go.
 - c. The crocodile bit buffalo’s back.
 - d. The crocodile put the tree on buffalo’s back.
7. What happened to the crocodile?
 - a. The crocodile got food.
 - b. The crocodile got an accident.
 - c. The crocodile got angry.
 - d. The crocodile got a rest.
8. Who was the judge of the story?
 - a. The buffalo
 - b. The crocodile
 - c. The tree
 - d. The monkey

Text 3 for questions no. 9-12

Malin Kundang

An old woman and her son lived in a little village. Her son was called Malin Kundang. They were very poor but they loved each other very much.

One day Malin told his mother that he would go to the town and work there. At the first his mother did not allow him but finally she let him go with tears.

Malin Kundang worked hard in a big town and in a short time he became a rich man. However he completely forgot his poor old mother.

Some years later he sailed to a harbor near his village. When his mother heard about this news, she came to meet him. Malin Kundang pretended not to know her. He said “you are not my mother!” go away!” His mother became very sad and before she went away she said, “Oh, Malin Kundang, you are wicked son. You’ll never safe now. You and your money will turn to stone.”

Some days later his ship left the harbor. The sea was calm but when he reached the open sea there was a great storm. The ship was drowned. Malin Kundang and his money changed into a stone.

Now people call it Batu Simalin Kundang. We can see the stone from Air Manis, a village on the coast of west Sumatra near Padang.

Taken from: Tuntas Bahasa Inggris SMA Kelas X-Semester 1

9. Where did Malin Kundang work Hard?
 - a. In a village
 - b. In a big town
 - c. In west Sumatera
 - d. In a harbor
10. Malin Kundang’s mother didn’t allow him to go to the town. This statement can be found in paragraph.....
 - a. 1
 - b. 2
 - c. 3
 - d. 4
11. In paragraph 4, why did Malin Kundang’s Mother become sad?
 - a. Because Malin Kundang pretended not to know her.
 - b. Because there was a great storm.
 - c. Because Malin Kundan’s ship was drowned.
 - d. Because Malin Kundang become a rich man.

12. What did he do some years later?
- He visited her mother.
 - He went to around the world.
 - He sailed to a harbor near his village.
 - He left the harbor.

Text 4 for questions no.13-16

Why Do Hawks Hunt Chicks?

Once upon the time, a hawk fell in love with a hen. The hawk flew down from the sky and asked the hen, "Will you marry me?"

The hen loved the brave, strong hawk and wished to marry her. But she said, "I cannot fly as high as you can. If you gave me time, I may learn to fly as high as you. Then we can fly together.

The hawk agreed, before he went away, he gave the hen a ring. "This is to show that you have promised to marry me," said the hawk.

It so happened that the hen had already promised to marry a rooster, so when the rooster saw the ring. He became very angry. "Throw that ring away at once!" shouted the rooster. The hen was so frightened at the rooster anger that she threw away the ring immediately.

When the hawk came a few months letter, the hen told him the truth. The hawk was so furious that he cursed the hen, "Why didn't you tell me earlier? Now, you'll always be scratching the earth, and I'll always be flaying above to catch your children," said the hawk.

Taken from: Look Ahead-An English Course 2

13. What is the main idea of the first paragraph?
- The rooster wished to merry the hawk.
 - The hawk fell in love with a hen.
 - The hen loved the hawk.
 - The rooster seemed very anger with a hawk.
14. Why was the rooster angry with hen? Because....
- He saw the ring in hen's finger.
 - He cannot marry the hen.
 - The hawks hunt the chick.
 - He cannot fly as high as the hawk.

15. Who gave the hen a ring?
- The rooster
 - The chick
 - The hen
 - The hawk
16. What happened after the hen told the truth to the hawk?
- The hawk was so furious.
 - The hawk let her to marry the rooster.
 - The hawk asked for his ring back.
 - The hawk was frightened at the rooster anger.

Text 5 for questions no. 17-20

The Lion and the Mouse

One day, a little mouse crawled over a lion while it was sleeping. "I'm going to eat you," roared the lion. The poor mouse begged for mercy. "Please don't. I promise not to disturb you again." So, the lion freed the mouse.

Now, one day, the mouse was passing when he heard a lion's roar. Looking around, the mouse saw the lion-trapped in a net. The mouse quickly ran over to the lion. The mouse gnawed at the net, and soon made a big hole. The lion crawled out.

"Thank you," he said. "You saved my life. I fell into the hunter's trap while I was looking for food."

"Well, one good turn deserved another!" replied the mouse.

Taken from: Tuntas Bahasa Inggris SMA Kelas XI-Semester 1

17. What is the main idea of the first paragraph?
- The mouse walked
 - The mouse crawled over a lion.
 - The mouse begged for Marcy.
 - The mouse freed his friend.
18. How did the mouse help the lion?
- He heard a lion's roar.
 - He disturbed the hunter.
 - He gnawed at the net and made a big hole.
 - He saw the lion.

19. Who trapped the lion in a net?

- a. The lion
- b. The hunter
- c. The mouse
- d. The big hole

20. What was the lion doing when he fell into the hunter's trap? It was.....

- a. Sleeping
- b. Roaring
- c. Disturbing
- d. Looking for food

Appendix 5

Try Out 2

Revision of Rejected Questions of Test

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

Simple Past Tense

1. He watched television last night.
The negative form of the sentence above is....
 - a. He do not watched television last night.
 - b. He did not watch television last night.
 - c. He is not watch television last night.
 - d. He was not watched television last night

2. X:you five times yesterday?
Y: Yes, I prayed five times yesterday.
 - a. is - pray
 - b. do - prayed
 - c. was - prayed
 - d. did - pray

3. Shein Australia last month.
 - a. were
 - b. was
 - c. is
 - d. am

4. I my work this morning.
 - a. to finish
 - b. finished
 - c. finishes
 - d. finishing

5. They.....busy talking just now.
 - a. are
 - b. am
 - c. was
 - d. were

Appendix 6

Try Out 2

Revision of Rejected Questions of Test

Name :

Directions:

- a. This test is aimed to get research purposes only
 - b. You are required to circle or cross a, b, c and d in accordance with your answer
 - c. Thanks for your participation
-

Reading Narrative Text

1. What happened when the fisherman freed the fish?
 - a. The fish could not talk anymore.
 - b. The fish changed become a woman.
 - c. The fish was free.
 - d. The fish was angry to him.
2. Where did Malin Kundang work Hard?
 - a. In a village
 - b. In a big town
 - c. In west Sumatera
 - d. In a harbor
3. In paragraph 4, why did Malin Kundang's Mother become sad?
 - a. Because Malin Kundang pretended not to know her.
 - b. Because there was a great storm.
 - c. Because Malin Kundan's ship was drowned.
 - d. Because Malin Kundang become a rich man.
4. What happened after the hen told the truth to the hawk?
 - a. The hawk was so furious.
 - b. The hawk let her to marry the rooster.
 - c. The hawk asked for his ring back.
 - d. The hawk was frightened at the rooster anger.

Appendix 12

The Key Answer of Test

Simple Past Tense Test

1. b
2. b
3. c
4. c
5. b
6. b
7. b
8. d
9. c
10. b
11. c
12. c
13. b
14. a
15. d
16. b
17. b
18. b
19. c
20. d

Reading Narrative Text Test

1. a
2. d
3. c
4. b
5. a
6. c
7. b
8. d
9. b
10. b
11. a
12. c
13. b
14. a
15. d
16. a
17. b
18. c
19. b
20. d

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